**UNIT PLAN ASSIGNMENT COVER PAGE**

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| **COURSE CODE:** ENG1D Grade 9 Academic English |
| **UNIT TITLE/THEME:** Discovering Heroism in Narrative: Myths and Short Stories |
| **GROUP MEMBERS:**  1. Danielle Kates 3. Kristy MacKeil  2. Emilia Malatesta 4. Vanessa Campagna |
| **UNIT RATIONALE:**  This unit is the first of the course. Students will explore the narrative voice through the form of the myth and the short story. Students will be given strategies to critically analyze a text before, during and after reading. They will also be asked to apply their knowledge of the elements of myth and short story such as plot, character, mood and theme to understand and interpret a variety of texts during and after this unit. The unit will be structured heavily around the theme of heroism as students will be asked to explore what the term “hero” means and how both society and individuals construct the image of the hero. Students will also come to recognize that they themselves can be heroes in their own lives and in the lives of others. Students will be given the opportunity to learn the topics, themes and skills required of this unit through a variety of mediums including video clips, animated film and text. They will also be given multiple opportunities to practice their skills through individual work, reflection, group work and peer assessment.  The importance of this unit lies in the fact that myths and short stories are an intricate part of literature and culture both historically and presently. Many students are exposed to myth and short stories through the media, education as well as in their own culture. Also, it is important to note that these narratives are present in countries all over the world and not only in the western cannon, allowing students to learn these forms from a variety of cultures. Through these mediums students will come to understand the important role myth continues to play in culture. Myths play a significance role in many cultures in present day and address fundamental and difficult questions that human beings ask such as who and what am I, where did I come from, why am I here, how should I live, what is the right thing to do, what is the universe and how did it all begin? Short stories are an important form of narrative for students as it is an effective way for students to hone their writing skills as well as explore a variety of themes, issues and genres just as effectively as with longer texts such as novellas. Students also create their own short stories in their everyday interactions as they relay stories of the day or recount events they have heard about. At the end of this unit, students will demonstrate their understanding of these narratives by creating their own myth or short story while focusing on the theme of heroism, thus giving students an opportunity to practice their writing skills while reflecting on their own ideas and experiences. |
| **UNIT CULMINATING ACTIVITY**:  The culminating activity for this unit is to have each student create their own myth or short story that will include the myth/short story elements explored in this unit (such as format, proper structure, elements of style, theme, etc.). The purpose of this culminating activity is to encourage students to hone their writing skills and to reflect on content learned throughout the unit by showing their understanding of the narrative structure, theme, and by applying their creative writing skills to this process. By having the students create their own narrative it gives them the freedom to express their creativity and personal connection to storytelling. By emphasizing this personal connection, this allows students to exercise meta-cognitive learning by drawing from past experience and connecting it to the material taught in the unit.  The enduring understandings addressed in the unit (Understand that writing is a process and is necessary for successful writing; Use detail and elaboration to make ideas clear to their audiences; Create and organize various formats of writing in order to convey what they have to say to make their meaning clear to their audience; Identify various mistakes that can distract their readers/audiences; Be able to decode and deconstruct various forms of writing and media; Maintain clarity and coherence in their writing) are all represented in the culminating activity, as students must use each of these understandings to create a successful written narrative in terms of structure, content, style, and theme. By connecting their own personal story to the material taught, and by representing this in either a myth or a short story it encourages students to apply the content they have learned to foster the essential skill of writing clearly, effectively, and with purpose, which will help students long after the course has been completed. |
| **UNIT CULMINATING ACTIVITY ASSESSMENT TOOL:**  There are several forms of assessment used for the culminating activity, including planning charts, anecdotal record, observation, peer editing, and a rubric. The first four methods of assessment are used as a continuing way to assess student progress and development throughout the process of working on the culminating activity. The rubric is used as the final method of assessment, to be consulted once the final product has been submitted. The rubric assesses the written piece submitted by the student as well as the oral component to the assignment, in which the student must present their short story or myth to the class. All forms of assessment are individual – there is no group component to the assignment. |
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